



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

350 New Campus Drive, Brockport, New York 14420

[www.brockport.edu/graduate](http://www.brockport.edu/graduate)

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Fax: (585) 395-2515

# Admissions Information and Application Instructions

## DEPARTMENT OF RECREATION AND LEISURE

The College at Brockport utilizes an online application for graduate admission. Please read the application instructions below and utilize the checklist as a guide for submitting **Part I** and **Part II**.

**Degree offered:** Master of Science  
**Specialization/Emphasis:** Recreation and Leisure Services Management

**Department Contact:** Dr. Lynda Sperraza  
[lsperazza@brockport.edu](mailto:lsperazza@brockport.edu)  
(585) 395-5490

**The Graduate School:** [gradadmit@brockport.edu](mailto:gradadmit@brockport.edu)  
(585) 395-2525

**APPLICATION DEADLINE:** May 30 for fall admission  
November 15 for spring admission

*Please note: Applications received after the published deadlines will be reviewed on a space available basis.*

### PART I

- ☐ Complete and submit the online application along with the non-refundable fee (Visa, Mastercard, or Discover only) at [www.brockport.edu/graduate/apps](http://www.brockport.edu/graduate/apps).

This includes: ☐ Statement of Objectives.  
☐ Résumé.

### PART II (Please be sure you have completed Part I, before submitting Part II)

We strongly suggest that you submit all items at once to ensure timely review of your application. Please collect all required documents as requested below and mail to:

The College at Brockport  
The Graduate School - Morgan Hall  
350 New Campus Dr.  
Brockport, NY 14420

- ☐ One **official** transcript from **each and every** college or university you have ever attended in a **sealed envelope** even if you did not earn a degree there, regardless of perceived relevance of the course work to your current career goals, or the length of time that has passed since you attended. (Transcripts must also be obtained from each and every college or university ever attended regardless of whether or not credits earned were later transferred elsewhere. Each institution must send the transcript directly **to you**. For your convenience, we have included *Transcript Request Forms* for you to use. Please feel free to duplicate these forms if more are needed. Submit the unopened transcript(s) with Part II of your application materials. (Please note: The College at Brockport graduates are not required to submit transcripts of their work at The College at Brockport. In addition, if you were already admitted to The College at Brockport as a non-degree student, you do not need to resubmit the transcript(s) you already provided as part of that process.)
- ☐ Three unopened letters of reference. References must also be returned to you in sealed and signed envelopes. A recommendation will only be accepted if it is in a sealed envelope with the signature of the originator across the seal of the envelope. (Please note: We do not accept placement or credential files.)
- ☐ Written Critical Analysis.

**FOR INTERNATIONAL APPLICANTS:**

- ☐ Official or true certified copies of all post-secondary academic records (transcripts, examination scores, mark sheets, etc.) in both English and the original language.
- ☐ Official or true certified copies of your diploma, degree, or certification, in both English and the original language.
- ☐ International applicants whose native language is not English must submit scores on the Test of English as a Foreign Language (*TOEFL; College code 2537*) or the IELTS. A minimum score of 550 on the paper-based version, a minimum score of 213 on the computerized version or a minimum score of 79-80 on the TOEFL iBT version is required. The IELTS minimum score is 6.5.
- ☐ An original bank statement in the student's name or that of the student's sponsor showing a current balance of at least the total cost of attendance. If the student has a sponsor, a letter, signed and dated by the sponsor, is required. It must include the amount (in US dollars) that will be put toward the student's educational expenses. Photocopies will not be accepted.

We look forward receiving your application and working with you. If you have additional questions, please feel free to contact our office by email: [gradadmit@brockport.edu](mailto:gradadmit@brockport.edu) or by phone at (585) 395-2525.



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# Application for Graduate Admission

## CRITICAL ANALYSIS/WRITING EXERCISE FOR MASTER OF SCIENCE DEGREE IN REL

State University of New York College at Brockport  
Department of Recreation and Leisure Studies (REL)

As part of the admission process, you are required to complete an essay consisting of approximately five (5) typed, double-spaced pages. You are free to use a dictionary, thesaurus, or spell-checker.

Read the attached article then draft a critique of it. A critique does more than summarize content; it critically analyzes the work. The following areas should be used to guide your essay.

- a. **Identification of Major Theses of the Work.** Determine the purpose of the article. Identify the major theses of the author. Summarize the author's conclusions, noting the relationship between the problems or questions raised and solutions or answers provided.
- b. **Critical Analysis of Major Theses of the Work.** Examine the reasoning or the logic underlying the article. What are the author's assumptions? Are they reasonable? Are his conclusions valid? Does the evidence offered justify the conclusions? Does the author succeed in converting you to his perspective?
- c. **Evaluation of Style.** How does the author's word choice, level of formality, tone and arrangement (order of presentation of ideas) affect his arguments?

Upon receipt of your application materials (all materials are to be forwarded as one package), the REL Graduate Committee will review your essay on its substance and grammar.

## Serious leisure

*Society*; New Brunswick; May/June 2001; Robert A Stebbins;

**Volume:** 38  
**Issue:** 4  
**Start Page:** 53-57  
**ISSN:** 01472011  
**Subject Terms:** Leisure  
Lifestyles  
Hobbies  
Social conditions & trends

### Abstract:

*Serious leisure is the steady pursuit of an amateur, hobbyist, or career volunteer activity that captivates its participants with its complexity and many challenges. Stebbins discusses serious leisure in the Information Age, casual leisure, and the lifestyle of leisure.*

### Full Text:

*Copyright Transaction Publishers' May/June 2001*

Charles K. Brightbill, a philosopher and long time professor of recreation at the University of Illinois, published a glowing essay about leisure in an era when work-for the purposes of this article, the paying job-was in the eyes of most North Americans the most dignified and valuable activity in which an adult could possibly engage. He wrote in *Man and Leisure* in 1961 that "I have assumed that most of us measure opportunity in terms of what we want from life, and that given time free from the things we must do to stay alive, we can have a personally satisfying and full existence through recreative living." These words are only marginally less heretical today than in the middle of this century, for work continues to be seen by many Americans and Canadians as the only really meritorious activity they do, without question the most fitting and proper role for humankind. Finding our full existence in leisure (recreation), so brazenly prescribed by Brightbill, has thus come up against the brick wall of stereotype: in this instance the image of work as an eternal good and leisure as its casual, even frivolous, counterpart. In other words, for nearly two centuries in North America; the vast majority of its inhabitants have looked on "leisure" with disapprobation. Brightbill was right nonetheless: leisure can be satisfying and offer a full existence. What he neglected to say in his book was that he was promoting a kind of leisure that differed substantially from the popular leisure of his day and ours. Using the language of contemporary leisure studies, it would be said today that he was writing about "serious leisure" while ignoring for the most part "casual leisure." First, then, what is this activity he ignored?

### Casual and Serious Leisure

I coined the term casual leisure in 1982 to distinguish the popular leisure of the twentieth century. It is immediately, intrinsically rewarding, relatively short-lived pleasurable activity requiring little or no special training to enjoy it. Most people, when they think of leisure, think of the casual variety, calling up such happy visions as conversing with friends, snoozing in the recliner, strolling in the park, and incontestably the most common leisure activity of all, watching television. Unfortunately, as this definition clearly signals, satisfaction and a full existence are most unlikely products of activity intended to produce immediate, evanescent pleasure with only minimal training needed to experience it.

Indeed, too steady and heavy a diet of casual leisure can cause a sort of psychological dyspepsia, a sense of ennui and listlessness rooted in the unsettling realization that one's life is unfolding in a way largely, if not entirely, devoid of any significant excitement. This is obviously not a problem facing most people who toil sixty hours a week, come home to still other obligations, and finally collapse late in the evening before their TV sets. As a heavily-- worked friend of mine was fond of observing, "for me, the day, what's left of it, consists of scotch and Seinfeld." Others might prefer to mix their scotch with friends or simply abstain from drink and go for a walk instead. For all these people the means they use to regenerate themselves in response to their hectic and overburdened existence is a matter of personal choice. Moreover, they have plenty to choose from, for the list of leisure activities capable of serving in this capacity is enormously long.

But using casual leisure as a recuperative device can easily become habitual, setting in as a way of life long after the need for it has passed. Exacerbating this situation is the fact that this need is passing more now than ever before in the history of industrialized society. For with early retirements, longer lives, lengthy layoffs, and permanent part-time jobs, there is now, compared with the past, more free time for more people, more time without obligation, more time to engage in leisure. This is a main legacy of what Jeremy Rifkin has referred to as the "Information Age."

For most people with lots of free time, there is evidently nothing much from which to recover. There is no significant draining of psychic and physical energy by a set of obligations that have been pursued to the point where even the thought of voluntarily doing something constructive becomes unbearable. Yet ." evidence from the leisure sciences indicates that many American and Canadians in this situation are inclined to continue their tried-and-true casual leisure habits. Soon or later psychological dyspepsia sets in.

Why this self-defeating inertia? There are, of course, many answers to this question, one of which bears directly on this article: the general public is ignorant about the second major kind of leisure: serious leisure. This leisure-the de facto object of Brightbill's essay-is deeply satisfying and does offer a full existence. "Serious leisure" (I also coined this term in 1982) is the steady pursuit of an amateur, hobbyist, or career volunteer activity that captivates its participants with its complexity and many challenges. It is profound, long-lasting, and invariably based on substantial skill, knowledge, or experience, if not on a combination of these three. It also requires perseverance to a greater or lesser degree. In the course of gaining and expressing these acquisitions as well as searching for the special rewards this leisure can offer, amateurs, hobbyists, and volunteers get the sense that they are pursuing a career, not unlike the ones pursued in the more evolved, high-level occupations. But, there is no significant remuneration-in fact, there is usually no remuneration at all.

Amateurs operate in the fields in which professionals work, primarily those of art, sport, science, and entertainment. The hobbyists, by contrast, have no professional counterpart, even if they sometimes have commercial equivalents. They are classified according to five subtypes: collectors; makers and tinkerers; activity participants (e.g., hunters, barbershop singers, white-water canoeists), competitors in largely nonprofessionalized sports (e.g., darts, curling, martial arts) and games (e.g., bridge, chess, poker), and liberal arts enthusiasts, who are identified by their voracious interest in reading about, for instance, a kind of cuisine, history, literature, or philosophy. Serious volunteers willingly help others for a combination of personal and altruistic reasons. They are found in more than a dozen broad areas of community life, contributing to development there through the use of their valuable skills, knowledge, and experience. Their functions differ from those of the casual volunteers, who are also highly important, but who nevertheless perform simple duties, as seen in the distribution of flyers promoting a political party or the sale of tickets to a performance of the town's amateur theater.

Given such qualities, it should come as no surprise to learn that serious leisure generates uncommon rewards for its participants. Of these rewards, several are basically personal, among them fulfilling one's human potential, expressing one's skills and knowledge, having cherished experiences, and developing a valued identity. Although it clearly demands more mental or physical effort than casual leisure, serious leisure can also regenerate its participants for meeting obligations they face in the immediate future. In this respect, it may even prove to be superior to the former, for many of the people I have interviewed about their serious leisure described how they would frequently get so wrapped up in it that they would temporarily forget about the worrisome cares and woes plaguing them in other parts of their lives. (Some of the overworked, over-obligated unfortunates mentioned earlier do, despite all, find time for some serious leisure, to which they are attracted, in part, for this reason.) Finally, my research also shows that, like their casual leisure cousins, amateurs, hobbyists, and volunteers do find a certain amount of pure fun and pleasure in what they do, even if they view this reward as somewhat less important than some of the others mentioned here.

Some significant social rewards are also experienced in nearly all the serious leisure activities, the liberal arts hobbies being the main exception. One such reward comes from meeting people, making new friends, and taking part in the affairs of the group. Indeed, serious leisure participants typically become members of a vast social world, a complex mosaic of groups, events, networks, organizations, and social relationships. This world is often further comprised of a public (fans, audience, spectators) and various services such as libraries and repairers and sellers of equipment. A second social reward is felt when the group accomplishes something significant, exemplified in the participant who has just performed in a moving orchestral concert, played in an exciting baseball game, or helped mount a successful folk arts festival. People who contribute to the maintenance and development of the group discover in such action a third social reward gained from their sense of being needed, of helping the collectivity, of making a valued contribution to its existence.

Still, serious leisure is never an unalloyed joy, for where there is challenge in applying skill and knowledge, there are sure to be costs as well, even if they only rarely dilute the overall effect of the rewards. For example, a person might be sharply disappointed for playing below personal expectations in the local tennis tournament, losing a bid on a coveted antique chair at a furniture auction, or failing to stop a logging project that he or she and other environmentalists vehemently opposed. Conflicts often develop, as well. I was once a member of a community orchestra that was besieged by a bitter division over whether to retain or fire its conductor. In fact, my research suggests that nearly every amateur, hobbyist, and volunteer organization is rent with tension at some time, much of it emerging over controversial goals and policies and around alleged favoritism. Further, performing participants in the amateur and hobbyist areas often have to deal with such tensions as stage fright, the need for intense concentration, and the requirement of lengthy preparation. Finally, there is usually a small set of dislikes that vitiate the rewarding nature of serious leisure; they spring from the disagreeable behavior of certain people and from the unpleasantness of certain procedures and situations. Still, costs of the sort mentioned here are hardly unique to serious leisure, however. Rather they seem to infect every part of life where people have a stake in what is happening there.

Once they have moved beyond the career stage of beginner, most serious leisure participants know that the satisfaction gained from their leisure will be attenuated from time to time by various costs. This is inescapable in collective living. They also know that, vis-a-vis their rewards, their costs are nevertheless relatively minor; that in the typical case the rewards are too powerful, too attractive, to be undermined by a handful of petty annoyances, as they define them. Indeed, part of what is rewarding about much of serious leisure springs from overcoming the adversity posed by various costs. The mountain scrambler may dislike the fatigue that comes with hiking to the summit, the president of a voluntary association may lose patience with a member of the board who is particularly difficult to work with, collectors can get weary in their pursuit of a collectible that seems next to impossible to find. But bringing these situations to a successful conclusion transforms them into something that is highly rewarding in itself, made possible in good part by assorted challenges that must be met along the way.

All the participants in a given leisure activity tend to experience these same costs and rewards, which provides them with still more common ground for conversing and building togetherness. The social world associated with the activity is thus not only attractive for its organizational richness but also for its cultural richness, notably its shared goals, problems, values, experiences, and costs and rewards. It is no wonder, then, that a person's serious leisure becomes in Robert Dubin's words a "central life interest," which he defines as "that part of a person's total life in which energies are invested in both physical/intellectual activities and in positive emotional states." Most people find a central life interest in their paid job, and for many years most sociologists (not including Dubin) thought it was their only interest of this type. Today, however, it is recognized that serious leisure, though not its casual counterpart, can constitute another pivotal sector of life, while for people with no work or only part-time work it may constitute their only possible pivotal sector.

### Serious Leisure in the Information Age

In this discussion, which to some readers may have sounded more like a discourse on work than on leisure, it is possible to lose sight of the woods because of the many trees. But make no mistake: serious leisure is truly leisure and not work. The former meets in a way that the latter clearly does not a number of criteria for distinguishing leisure. The most obvious of these is that serious leisure is not a livelihood. Furthermore, it carries with it numerous pleasant expectations and memories, doing so to a degree only rarely found in work. Third, although a person's leisure choices are constrained by such conditions as his or her age, income, and geographic location, the range of activities from which to choose is still far broader in leisure than in work. In this regard, I have identified over three hundred activities in serious leisure alone, and I am convinced that, when leisure researchers get to it, a much larger number will be catalogued in casual leisure. Fourth, whereas many kinds of serious leisure obligate the participant for a specified period of time, say, to perform a show, serve at an organizational post, or play on a sports team, obligation here is far more restricted than in work. For this person can quit once the show ends, the term of the post expires, or the game is over, whereas most people most of their lives find it much more difficult to throw in the sponge this way at work.

Still, serious leisure, "which sounds like work," can serve as an effective non-remunerative substitute for work in the Information Age for those who find they have too little of it. First, consider again the concept of social world. It is not only an idea well in tune with the work and leisure routines of the present and future, it is also a desideratum of many a modern man and woman both for today and for many years to come. If people can no longer find a work organization to which to belong or can only belong marginally to one as an outside consultant or part-time employee, how, then, can they become part of the community, whether conceived of locally, regionally, nationally, or internationally? Increasingly, it appears that the only available communal connections for most people will come through activities taking place in their after-work time. Yet, because they tend to be private, purely family activities rarely generate such connections. But those who once found meaningful organizational ties at work can still turn to serious leisure, where one of the principal attractions of most of the amateur, hobbyist, and volunteer activities is the sense of being part of a bustling, fascinating, all-encompassing social world. For many enthusiasts this involvement is as exciting as the central activity itself and, in career volunteer work, often indistinguishable from it.

Second, the routine of some serious leisure can constitute yet another appealing feature for those who must endure severely shortened workweeks or no work at all. A wide variety of amateur activities require regular practice and rehearsal sessions, and volunteers are often asked to serve at their posts during certain hours on certain days of the week. People who miss the routine of the full-time job can find satisfying equivalents in a great variety of serious leisure pursuits.

Third, as already noted, every serious leisure activity offers a major lifestyle and identity for its enthusiasts, and I should now like to add that both can serve as solid substitutes for the ones they once knew in their work. Moreover, in themselves, some lifestyles can serve to identify their participants. In other words, the participants are members of a category of humankind who recognize each other and to some extent are recognized by the larger community for the distinctive mode of leisure life they lead. This is even true for the participants in some of the casual leisure activities, while it is especially true for those in many of the serious leisure ones.

Thus a profound lifestyle awaits anyone routinely pursuing a serious leisure career in, say, amateur theater, volunteer work with the mentally handicapped, the hobby of model railroading, or that of mountain climbing. And this person may also find exciting, albeit clearly less profound, lifestyles in such casual leisure pastimes as socializing in the local pub and drinking with golfing associates at the "19th hole." But many other forms of casual leisure, for example, beachcombing and window shopping, are seldom shared with large numbers of other people (even if many people do such activities); therefore they fail to qualify as collective lifestyles. Moreover, as such, these activities are too superficial and unremarkable to serve as the basis for a recognizable mode of living where lifestyle is part of identity.

Fourth, to the extent that lifestyles form around complicated, absorbing, satisfying activities, they can also be viewed as behavioral expressions of the participants' central life interests in those activities. In the Information Age with its dwindling employment opportunities, most men and women will find more and more that the only kinds of central life interests open to them are the various amateur, hobbyist, and career volunteer activities composing serious leisure. In addition, growing numbers of the underemployed will find themselves with a choice never before encountered in the history of work in the industrialized world: whether to make their, say, twenty-five-hour-a-week job their central life interest or "turn to a serious leisure activity for this kind of attachment because the job is too insubstantial to invest positive emotional, physical, and intellectual energy". Of course, for the unemployed and the retired, serious leisure is their only recourse if they are to have a central life interest at all. And there will always be a small number of people with sufficient time, energy, and opportunity to sustain more than one central life interest in either leisure or work and leisure.



## The Lifestyle of Leisure

As happens with leisure lifestyle, a leisure identity arises in parallel with a leisure-based central life interest. In other words, the lifestyle of the participants in a given serious leisure activity expresses their central life interest there and forms the basis for their personal and communal identity as people who go in for that activity. In the future, for those who are jobless or relatively jobless, serious leisure will be the only remaining area in life where they can find an identity related to their distinctive personal qualities, qualities expressed in the course of realizing the rewards and benefits of serious leisure. Moreover, in the Information Age, it will be the only remaining area where these people can find a community role capable of fostering significant self respect. When seen in the light of the importance of work in Western society, most of the casual leisure activities with their strong appeal of immediate intrinsic reward are commonly dismissed as adding little to their participants' self-respect.

In all this, it is evident that the serious leisure participant is for the most part his or her own boss, a perennially important desideratum in North America. By encouraging personal initiative and independence in the sphere of leisure, I am pointing the way to still another reward available to those who partake of such leisure. In fact, such independence is probably far more available in leisure than in work, which is still another reason why many North Americans must recognize that leisure should be a serious subject of attention. As for work, which has been the main foil throughout this discussion, it could well happen that, as the scientific understanding of leisure advances, including our understanding of what leisure can offer to society, work itself will be viewed with less approbation.

### [Reference]

SUGGESTED FURTHER READINGS

### [Reference]

Brightbill, Charles K. *Man and Leisure: A Philosophy of Recreation*. Englewood Cliffs, NJ: Prentice-Hall, 1961.

Dubin, Robert. *Central Life Interests. Creative Individualism in a Complex World*. New Brunswick, NJ: Transaction, 1992.

Rifkin, Jeremy *The End of Work: The Decline of the Global Labor Force and the Dawn of the Post-Market Era*. New York: G.P. Putnam, 1995.

### [Author note]

Robert A. Stebbins is professor of sociology at the University of Calgary and fellow of the Royal Society of Canada. He has been investigating serious leisure since 1973, when he began studying amateur musicians. The many publications resulting from his efforts in this area include: *Amateurs, Professionals, and Serious Leisure* and *After Work: The Search for an Optimal Leisure Lifestyle*.

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# Application for Graduate Admission

## RECOMMENDATION FORM DEPARTMENT OF RECREATION AND LEISURE

**Notice to the Applicant:** Please complete the section below and forward this form to the individual who will serve as your reference. You should also provide a stamped, self-addressed envelope so that the reference is returned directly to you. When you receive the completed reference, include it **unopened** as part of your application.

Name of Applicant: \_\_\_\_\_  
Last First Middle Initial

Social Security No. \_\_\_\_\_

Intended specialization: ☐ Recreation and Leisure Services Management

\_\_\_\_\_  
Name of Reference (please print) Phone Number Occupation

**Confidentiality:** The Family Education Rights and Privacy Act of 1974 (FERPA), as amended, and The College at Brockport guidelines permit enrolled graduate students access to letters of recommendation retained in their files. The applicant may waive this right of access, in which instance, retained letters will be considered confidential and will not typically be available to students. If you wish to waive your right of access to this letter, please indicate by signing your name on the line below. By signing below, you agree to waive all right to review the content of this letter of recommendation.

\_\_\_\_\_  
Applicant's Signature Date

### NOTICE TO THE RECOMMENDER:

Applicant named above has selected you as a reference. Your candid assessment of the applicant will greatly assist The College at Brockport in determining whether or not the applicant should be admitted for graduate study. Graduate education is a demanding pursuit and our program is interested in admitting students who are ready for this challenge and are likely to succeed in it. Your reference is factored heavily into the admissions decision. The more complete and detailed you can be in your assessment, the greater value your reference will hold for the applicant.

Our application process is self-managed, meaning the applicant must turn in a completed application package containing all required materials. After completing this recommendation form, please return it to the applicant in a sealed envelope and sign across the seal. The applicant will then forward it **unopened** to the Office of Graduate Admissions as part of the completed application. DO NOT send the reference to the College as it will be returned to you and delay the applicant in returning a completed packet.

The College at Brockport's Office of Graduate Admissions thanks you for taking time to complete this reference form.

**Assessment:** On reverse side.



**Assessment:**

Our program focuses on the development of the “master” professional in the management of leisure services or therapeutic recreation. We seek to admit persons who are: committed to a rigorous learning experience, mature, highly motivated/achievement oriented, and interested in people and ideas. Leisure service and therapeutic recreation personnel pursuing advanced degrees also need a solid work ethic, strong analytical and conceptual skills, and clear writing and speaking abilities. Your candid appraisal of the applicant is crucial to us.

1. For how many years and in what capacity have you known the applicant?
2. Evaluate the applicant's independence of thought/ability to do graduate work.
3. Evaluate the applicant's motivation for graduate study including the completion of a significant research project.
4. Provide any evidence that the applicant is interested in people and ideas.
5. What is the applicant's openness to receiving criticism of his or her written work?
6. How mature do you consider the applicant to be?
7. What are the applicant's strengths and weaknesses regarding small group work, oral communication, written communication, microcomputing skills, and ability to work with numbers/statistics?
8. What is the applicant's ability to work with culturally diverse populations.
9. We welcome any other comments that you believe would be helpful to us.

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Signature of Recommender

Date



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Signature of Recommender

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Fax: (585) 395-2515

# Application for Graduate Admission

## RECOMMENDATION FORM DEPARTMENT OF RECREATION AND LEISURE

**Notice to the Applicant:** Please complete the section below and forward this form to the individual who will serve as your reference. You should also provide a stamped, self-addressed envelope so that the reference is returned directly to you. When you receive the completed reference, include it **unopened** as part of your application.

Name of Applicant: \_\_\_\_\_  
Last First Middle Initial

Social Security No. \_\_\_\_\_

Intended specialization: ☐ Recreation and Leisure Services Management

\_\_\_\_\_  
Name of Reference (please print) Phone Number Occupation

**Confidentiality:** The Family Education Rights and Privacy Act of 1974 (FERPA), as amended, and The College at Brockport guidelines permit enrolled graduate students access to letters of recommendation retained in their files. The applicant may waive this right of access, in which instance, retained letters will be considered confidential and will not typically be available to students. If you wish to waive your right of access to this letter, please indicate by signing your name on the line below. By signing below, you agree to waive all right to review the content of this letter of recommendation.

\_\_\_\_\_  
Applicant's Signature Date

### NOTICE TO THE RECOMMENDER:

Applicant named above has selected you as a reference. Your candid assessment of the applicant will greatly assist The College at Brockport in determining whether or not the applicant should be admitted for graduate study. Graduate education is a demanding pursuit and our program is interested in admitting students who are ready for this challenge and are likely to succeed in it. Your reference is factored heavily into the admissions decision. The more complete and detailed you can be in your assessment, the greater value your reference will hold for the applicant.

Our application process is self-managed, meaning the applicant must turn in a completed application package containing all required materials. After completing this recommendation form, please return it to the applicant in a sealed envelope and sign across the seal. The applicant will then forward it **unopened** to the Office of Graduate Admissions as part of the completed application. DO NOT send the reference to the College as it will be returned to you and delay the applicant in returning a completed packet.

The College at Brockport's Office of Graduate Admissions thanks you for taking time to complete this reference form.

**Assessment:** On reverse side.

**Assessment:**

Our program focuses on the development of the “master” professional in the management of leisure services or therapeutic recreation. We seek to admit persons who are: committed to a rigorous learning experience, mature, highly motivated/achievement oriented, and interested in people and ideas. Leisure service and therapeutic recreation personnel pursuing advanced degrees also need a solid work ethic, strong analytical and conceptual skills, and clear writing and speaking abilities. Your candid appraisal of the applicant is crucial to us.

1. For how many years and in what capacity have you known the applicant?
2. Evaluate the applicant's independence of thought/ability to do graduate work.
3. Evaluate the applicant's motivation for graduate study including the completion of a significant research project.
4. Provide any evidence that the applicant is interested in people and ideas.
5. What is the applicant's openness to receiving criticism of his or her written work?
6. How mature do you consider the applicant to be?
7. What are the applicant's strengths and weaknesses regarding small group work, oral communication, written communication, microcomputing skills, and ability to work with numbers/statistics?
8. What is the applicant's ability to work with culturally diverse populations.
9. We welcome any other comments that you believe would be helpful to us.

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Signature of Recommender

Date